

Carl Perkins Career and Technical Education

Five-Year Plan

2008 – 2013

C-TEC

1. Standards & Content		
2008-2009	Activities	Progress Markers
2008-2009	<ul style="list-style-type: none"> a1. Facilitate regional teacher teams, led by Clackamas Community College faculty, to identify and document common skill sets addressed within each program area a2. Coordinate with community colleges/other post-secondary institutions outside of region that host programs articulating with secondary programs to identify common skill sets addressed within each program area b. Identify model sequence of courses for each secondary component of POS c. Complete Math in CTE Follow-up from 2008-9 d. Repeat Math in CTE Workshop during summer 2009 e. Develop strategy for enhancing <u>writing</u> in CTE programs for implementation starting in 2009-10 f. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry g. Manage mini-grant process for technology upgrades, curriculum development, other program improvement strategies. Mini-grants reflect closer tie to 5 elements of a program of study h. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements i. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc. In particular, development of pathways in sustainability/renewable energy. j. Offer regional high school CTE programs at the community college to all county school districts. (These programs meet the same requirements as secondary components of Programs of Study) 	<ul style="list-style-type: none"> a. Each approved program will identify Skill Sets or industry based skill standards and a completed "skill set worksheet" b. Program of study template completed for each secondary component c. Math in CTE followup workshops held for the 18 teachers participating in the 2008 workshop d. Math in CTE workshop completed e. Writing enhancement plan developed f. Equipment in place, new standards addressed or addressed at higher level in "Skill Set Worksheet" g. Mini-grant process completed. Mini-grant requests demonstrate a greater tie to Program of Study elements h. Additional grants obtained or program improvements obtained through other partnerships i. Pathway for Renewable Energy established. New Program of Study approvals submitted j. Regional High School program faculty participate in Program of Study development activities
2009-2010	<ul style="list-style-type: none"> a. Complete Program of Study Renewal for each secondary component with all elements in place except Measurement of Technical Skill Attainment (<i>which will be in development</i>) b. Implement strategies to enhance writing in CTE programs c. Manage mini-grant process for technology 	<ul style="list-style-type: none"> a. Completed Program of Study Renewal Documents submitted to ODE b. Workshop or other professional development conducted to enhance writing in CTE programs c. Mini-grant process completed. Mini-grant

	<p>upgrades, curriculum development, other program improvement strategies</p> <p>d. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry</p> <p>e. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements</p> <p>f. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc.</p> <p>g. Offer regional high school CTE programs at the community college to all county school districts. (These programs meet the same requirements as secondary components of Programs of Study)</p>	<p>requests demonstrate a greater tie to Program of Study elements</p> <p>d. Equipment in place, new standards addressed or addressed at higher level in "Skill Set Worksheet"</p> <p>e. Additional grants obtained or program improvements obtained through other partnerships</p> <p>f. New Program of Study approvals submitted</p> <p>g. Data collected for students in regional high school programs</p>
2010-2011	<p>a. Manage mini-grant process for technology upgrades, curriculum development, other program improvement strategies</p> <p>b. Continue strategies to enhance Math and/or writing in CTE programs</p> <p>c. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry</p> <p>d. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements</p> <p>e. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc.</p> <p>f. Offer regional high school CTE programs at the community college to all county school districts. (These programs meet the same requirements as secondary components of Programs of Study)</p>	<p>a. Mini-grant process completed. Mini-grants must demonstrate enhancement to Program of Study elements</p> <p>b. Workshop or other professional development conducted</p> <p>c. Equipment in place, new standards addressed or addressed at higher level in "Skill Set Worksheet"</p> <p>d. Additional grants obtained or program improvements obtained through other partnerships</p> <p>e. New Program of Study approvals submitted</p> <p>f. Data collected for students in regional high school programs</p>
2011-2012	<p>a. Manage mini-grant process for technology upgrades, curriculum development, other program improvement strategies</p> <p>b. Continue strategies to enhance academics in CTE programs with focus dependent on performance data</p> <p>c. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry</p> <p>d. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements</p> <p>e. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc.</p> <p>f. Offer regional high school CTE programs at the community college to all county school districts. (These programs meet the same requirements as secondary components of Programs of Study)</p>	<p>a. Mini-grant process completed. Mini-grants must demonstrate enhancement to Program of Study elements</p> <p>b. Workshop or other professional development conducted</p> <p>c. Equipment in place, new standards addressed or addressed at higher level in "Skill Set Worksheet"</p> <p>d. Additional grants obtained or program improvements obtained through other partnerships</p> <p>e. New Program of Study approvals submitted</p> <p>f. Data collected for students in regional high school programs</p>
2012-2013	<p>a. Manage mini-grant process for technology</p>	<p>a. Mini-grant process completed. Mini-grants must</p>

	<p>upgrades, curriculum development, other program improvement strategies</p> <p>b. Continue strategies to enhance academics in CTE programs with focus dependent on performance data</p> <p>c. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry</p> <p>d. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements</p> <p>e. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc.</p> <p>f. Offer regional high school CTE programs at the community college to all county school districts. (These programs meet the same requirements as secondary components of Programs of Study)</p>	<p>demonstrate enhancement to Program of Study elements</p> <p>b. Workshop or other professional development conducted</p> <p>c. Equipment in place, new standards addressed or addressed at higher level in "Skill Set Worksheet"</p> <p>d. Additional grants obtained or program improvements obtained through other partnerships</p> <p>e. New Program of Study approvals submitted</p> <p>f. Data collected for students in regional high school programs</p>
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2. Alignment & Articulation

	Activities	Progress Markers
2008-2009	<p>a. Employ coordinator to maintain articulation agreements and facilitate new articulation opportunities</p> <p>b. Implement changes in Advanced College Credit program that more closely align registration, grading, etc with the college experience</p> <p>c. Facilitate Regional teacher meetings between secondary and post-secondary instructors. Particularly focused on Standards/Skill Sets</p> <p>d. Implement strategies identified during 2008 teacher meetings for Drafting, Manufacturing, and Business Technology</p> <p>e. Provide teachers with out of class time to develop curriculum, collaborate with other teachers, develop regional strategies within programs of study, etc.</p> <p>f. Develop at least one Career Pathway Certificate in community college level of Program of Study that will guide secondary component alignment</p>	<p>a. Articulation agreements in place. Number of programs articulating remains constant or increases</p> <p>b. Registration process in place</p> <p>c. Teacher meetings took place. Standards/Skill sets in place for programs</p> <p>d. Program level alignment/articulation in place for all Drafting, Manufacturing, Business Technology programs</p> <p>e. Proposed outcome of "out of class time" is addressed or implemented</p> <p>f. One additional Career Pathway Certificate is in place</p>
2009-2010	<p>a. Employ coordinator to maintain articulation agreements and facilitate new articulation opportunities</p> <p>b. Refine changes in Advanced College Credit program that more closely align registration, grading, etc with the college experience</p> <p>c. Facilitate development of regional secondary/post-secondary advisory committees for Programs of Study (initially with one or two programs)</p> <p>d. Facilitate Regional teacher meetings between secondary and post-secondary instructors. Particularly focused on Articulation and pursuing potential Measurements of Technical Skill Attainment</p> <p>e. Implement strategies to enhance articulation/alignment that were identified during 2008-9 teacher meetings.</p>	<p>a. Articulation agreements in place. Number of programs articulating remains constant or increases</p> <p>b. Registration process in place. Number of registrants is comparable to previous years (per number of articulations)</p> <p>c. One joint advisory committee meeting takes place</p> <p>d. Teacher meetings took place. Alignment/Articulation in place for programs</p> <p>e. Program level alignment/articulation in place for all programs</p>

	<ul style="list-style-type: none"> f. Provide teachers with out of class time to develop curriculum, collaborate with other teachers, develop regional strategies within programs of study, etc. g. Develop at least on Career Pathway Certificate in community college level of Program of Study that will guide secondary component alignment 	<ul style="list-style-type: none"> f. Proposed outcome of “out of class time” is addressed or implemented g. One additional Career Pathway Certificate is in place
2010-2011	<ul style="list-style-type: none"> a. Employ coordinator to maintain articulation agreements and facilitate new articulation opportunities b. Facilitate Regional teacher meetings between secondary and post-secondary instructors. Particularly focused on Measurement of Technical Skill Attainment c. Expand development of regional secondary/post-secondary advisory committees for Programs of Study d. Implement strategies to enhance articulation/alignment that were identified during 2009-10 teacher meetings. e. Provide teachers with out of class time to develop curriculum, collaborate with other teachers, develop regional strategies within programs of study, etc. f. Develop at least on Career Pathway Certificate in community college level of Program of Study that will guide secondary component alignment 	<ul style="list-style-type: none"> a. Articulation agreements in place. Number of programs articulating remains constant or increases b. Teacher meetings took place. Measurement of Technical Skill attainment identified for all programs c. Three joint advisory committee meetings take place d. Program level alignment/articulation in place for all programs e. Proposed outcome of “out of class time” is addressed or implemented f. One additional Career Pathway Certificate is in place
2011-2012	<ul style="list-style-type: none"> a. Employ coordinator to maintain articulation agreements and facilitate new articulation opportunities b. Facilitate Regional teacher meetings between secondary and post-secondary instructors. Particularly focused Student Support c. Expand development of regional secondary/post-secondary advisory committees for Programs of Study d. Implement strategies to enhance articulation/alignment that were identified during 2010-11 teacher meetings. e. Provide teachers with out of class time to develop curriculum, collaborate with other teachers, develop regional strategies within programs of study, etc. f. Develop at least on Career Pathway Certificate in community college level of Program of Study that will guide secondary component alignment 	<ul style="list-style-type: none"> a. Articulation agreements in place. Number of programs articulating remains constant or increases b. Teacher meetings took place. c. Three or more joint advisory committee meetings take place d. Program level alignment/articulation in place for all programs e. Proposed outcome of “out of class time” is addressed or implemented f. One additional Career Pathway Certificate is in place
3. Accountability & Evaluation		
	Activities	Progress Markers
2008-2009	<ul style="list-style-type: none"> a. Identify measurement of technical skill attainment for use in programs of study developed during transition year (Manufacturing, Drafting, Business Technology) b. Discuss measurement of technical skill attainment with all remaining programs of study, identify list of potential measurements to use in those programs. 	<ul style="list-style-type: none"> a. Method of measuring Technical Skill Attainment identified in each program for 2009-10 implementation b. All programs aware of need and parameters for measuring Technical Skill Attainment and considering options during development of skill sets

	<ul style="list-style-type: none"> c. Review Perkins performance data to identify areas needing improvement (currently identified as Math and Writing) d. Work with individual schools to review data and direct resources to enhance areas identified as needing improvement 	<ul style="list-style-type: none"> c. Priority performance areas identified by consortium d. Priority performance areas identified by school
2009-2010	<ul style="list-style-type: none"> a. Implement measurement of technical skill attainment in programs of study developed during transition year (Manufacturing, Drafting, Business Technology) b. Identify measurement of technical skill attainment for use in all remaining programs of study. c. Review Perkins performance data to identify areas needing improvement (currently identified as Math and Writing) d. Work with individual schools/consortium members to review their data and direct resources or develop strategies to enhance areas identified as needing improvement 	<ul style="list-style-type: none"> a. Measurement of Technical Skill Attainment implemented in each listed program b. Method of measuring Technical Skill Attainment identified in all programs for implementation in 2010-11. c. Priority performance areas identified by consortium d. Priority performance areas identified by school
2010-2011	<ul style="list-style-type: none"> a. Review implementation of measurement of technical skill attainment in Manufacturing, Drafting, and Business Technology programs. Revise plan/measurement tool as necessary. b. Implement measurement of technical skill attainment in all remaining programs of study c. Review Perkins performance data to identify areas needing improvement d. Work with individual schools/consortium members to review their data and direct resources or develop strategies to enhance areas identified as needing improvement 	<ul style="list-style-type: none"> a. Method of measuring Technical Skill Attainment reviewed and revised b. Measurement of Technical Skill Attainment implemented in all programs c. Priority performance areas identified by consortium d. Priority performance areas identified by school
2011-2012	<ul style="list-style-type: none"> a. Review implementation of measurement of technical skill attainment in all programs. Revise plan/measurement tool as necessary. b. Review Perkins performance data to identify areas needing improvement c. Work with individual schools/consortium members to review their data and direct resources or develop strategies to enhance areas identified as needing improvement 	<ul style="list-style-type: none"> a. Method of measuring Technical Skill Attainment reviewed and revised b. Priority performance areas identified by consortium c. Priority performance areas identified by school

4. Professional Development

	Activities	Progress Markers
2008-2009	<ul style="list-style-type: none"> a. **Provide CTE teachers and administrators with access to workshops, conferences, and other activities that strengthen academic components, and technical skills for CTE students. Professional development must be in line with teacher Professional Development Plan or school's 5 Year Perkins plan. See Appendix D for list of typical Professional Development supported by C-TEC Consortium b. **Conduct annual Career Road Trip in partnership with Workforce and Economic Development groups that exposes educators 	<ul style="list-style-type: none"> a. Progress on Professional Development Plan demonstrated by sponsored participant(s) b. Teachers, counselors and students participate on the Career Road Trip stops. c. Workshops conducted. Scope/Sequence demonstrate academic skills addressed in

	<p>and students to a variety of careers in high growth, high wage, or high demand industries.</p> <p>c. **Conduct annual workshop addressing integration of academic skills and CTE (Math is focus for 2008-9)</p> <p>d. **Support teacher interaction with businesses, including participation in employer/industry groups, teacher internships, etc</p> <p>e. **Facilitate regional teacher meetings including Professional Development focused on implementation of Programs of Study and Career Pathways (Standards and Content)</p> <p>f. Participate in state and local committees/consortia representing employers including WICCO (LWIB), Chambers of Commerce, Clackamas County Business Alliance, Manufacturing 21 Coalition, etc.</p>	<p>program</p> <p>d. Internships completed</p> <p>e. Teacher meetings took place. Standards/Skill sets in place for programs</p> <p>f. Industry representatives are aware of and participate in education activities including advisory committees, etc</p>
2009-2010	<p>a. **Provide CTE teachers and administrators with access to workshops, conferences, and other activities that strengthen academic components, and technical skills for CTE students. Professional development must be in line with teacher Professional Development Plan or school's 5 Year Perkins plan. See Appendix D for list of typical Professional Development supported by C-TEC Consortium</p> <p>b. Support consortium members in establishing or enhancing formal Professional Development planning process for CTE teachers based on Standards, Alignment/Articulation and Student Support work of Programs of Study (most need enhancing to focus on CTE specific needs)</p> <p>c. **Conduct annual workshop addressing integration of academic skills and CTE (Continue Math focus, add Writing for 2009-10)</p> <p>d. **Facilitate regional teacher meetings including Professional Development focused on implementation of Programs of Study and Career Pathways (Alignment and Articulation)</p> <p>e. **Conduct annual Career Road Trip in partnership with Workforce and Economic Development groups that exposes educators and students to a variety of careers in high growth, high wage, or high demand industries.</p> <p>f. Participate in state and local committees/consortia representing employers including WICCO (LWIB), Chambers of Commerce, Clackamas County Business Alliance, Manufacturing 21 Coalition, etc.</p>	<p>a. Progress on Professional Development Plan demonstrated by sponsored participant(s)</p> <p>b. Professional Development Planning process shared by each consortium member. Support provided for those needing enhancements</p> <p>c. Workshops conducted. Scope/Sequence demonstrate academic skills addressed in program</p> <p>d. Teacher meetings took place. Standards/Skill sets in place for programs</p> <p>e. Teachers, counselors and students participate on the Career Road Trip stops.</p> <p>f. Industry representatives are aware of and participate in education activities including advisory committees, etc</p>
2010-2011	<p>a. **Provide CTE teachers and administrators with access to workshops, conferences, and other activities that strengthen academic components, and technical skills for CTE students. Professional development must be in line with teacher Professional Development Plan or school's 5 Year Perkins plan. See Appendix D for list of typical Professional Development supported by C-TEC Consortium</p> <p>b. Continue to support consortium members in</p>	<p>a. Progress on Professional Development Plan demonstrated by sponsored participant(s)</p> <p>b. Professional Development Plan in place for each CTE teacher</p>

	<p>establishing or enhancing formal Professional Development planning process for CTE teachers based on Standards, Alignment/Articulation and Student Support work of Programs of Study (most need enhancing to focus on CTE specific needs)</p> <p>c. **Conduct annual workshop addressing integration of academic skills and CTE (Focus dependent on Performance Data)</p> <p>d. **Conduct annual Career Road Trip in partnership with Workforce and Economic Development groups that exposes educators and students to a variety of careers in high growth, high wage, or high demand industries.</p> <p>e. Participate in state and local committees/consortia representing employers including WICCO (LWIB), Chambers of Commerce, Clackamas County Business Alliance, Manufacturing 21 Coalition, etc.</p>	<p>c. Workshops conducted. Scope/Sequence demonstrate academic skills addressed in program</p> <p>d. Teachers, counselors and students participate on the Career Road Trip stops.</p> <p>e. Industry representatives are aware of and participate in education activities including advisory committees, etc</p>
2011-2012	<p>a. **Provide CTE teachers and administrators with access to workshops, conferences, and other activities that strengthen academic components, and technical skills for CTE students. Professional development must be in line with teacher Professional Development Plan or school's 5 Year Perkins plan. See Appendix D for list of typical Professional Development supported by C-TEC Consortium</p> <p>b. **Conduct annual workshop addressing integration of academic skills and CTE (Focus dependent on Performance Data)</p> <p>c. **Conduct annual Career Road Trip in partnership with Workforce and Economic Development groups that exposes educators and students to a variety of careers in high growth, high wage, or high demand industries.</p> <p>d. Participate in state and local committees/consortia representing employers including WICCO (LWIB), Chambers of Commerce, Clackamas County Business Alliance, Manufacturing 21 Coalition, etc.</p>	<p>a. Progress on Professional Development Plan demonstrated by sponsored participant(s)</p> <p>b. Workshops conducted. Scope/Sequence demonstrate academic skills addressed in program</p> <p>c. Teachers, counselors and students participate on the Career Road Trip stops.</p> <p>d. Industry representatives are aware of and participate in education activities including advisory committees, etc</p>
5. Student Support Services		
	Activities	Progress Markers
2008-2009	<p>a. Continue pilot of iMatchskills internship module that matches students with internship/job shadow opportunities with efforts focused on enhanced training for school personnel in its use. Share best practices of its implementation in schools.</p> <p>b. Continue pilot of Work Readiness assessment and its alignment with Essential Skills component of HS diploma. Determine level of commitment for future implementation of Work Readiness assessment.</p> <p>c. Continue development of SMART internships (high school internships for college credit). Begin transition of credit from "HD" credit to department specific Credit. (i.e. MFG for</p>	<p>a. iMatchskills sees more usage by students and successful matches with internships/job shadows</p> <p>b. WorkKeys assessment given to pilot group. Utility reviewed by school staff</p> <p>c. SMART internships see more usage by schools. At least one department awards credit for internships</p>

	<p>manufacturing, etc)</p> <p>d. Pursue use of Extended Application as measurement of Technical Skill Attainment in CTE Programs. Conduct pilot if feasible, or plan for pilot during 2009-10 year</p> <p>e. Participate in WIRED grant School to Career project to provide coordination of School to Career activities within the region</p> <p>f. Continue implementation of use of Career Pathways materials as advising tools</p> <p>g. Collaborate with agencies and youth supporting organizations (including WIA providers) to ensure access to CTE programs and workforce development opportunities for special populations</p> <p>h. Coordinate and support leadership activities including regional skills competition, student leadership organizations, and leadership activities for special populations</p> <p>i. Provide access to tutorial services to all community college students taking CTE courses</p> <p>j. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways</p>	<p>d. Extended application determined to be a viable method of Technical Skill Attainment within CTE programs with embedded Extended Application opportunities</p> <p>e. WIRED School to Career Coordinator in place</p> <p>f. School materials show increased use of Career Pathway language, visuals, etc.</p> <p>g. Participation level of special populations in CTE programs</p> <p>h. Skill Competition shows continued engagement of schools. Programs participate in Student Leadership Organizations</p> <p>i. Academic measures of Post-secondary concentrators</p> <p>j. Participation level of special population (esp. students with disabilities) in CTE programs</p>
<p>2009-2010</p>	<p>a. Assess and determine future plan for iMatchskills internship module that matches students with internship/job shadow opportunities. If continued, focus training on teacher level participation (especially CTE teachers).</p> <p>b. Conduct pilot using Extended Application as measurement of Technical Skill Attainment in CTE programs.</p> <p>c. Collaborate with agencies and youth supporting organizations (including WIA providers) to ensure access to CTE programs and workforce development opportunities for special populations</p> <p>d. Participate in WIRED grant School to Career project to provide coordination of School to Career activities within the region</p> <p>e. Share successful strategies for attracting and retaining underrepresented genders within programs</p> <p>f. Coordinate and support leadership activities including regional skills competition, student leadership organizations, and leadership activities for special populations</p> <p>g. Provide access to tutorial services to all community college students taking CTE courses</p> <p>h. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways</p> <p>i. Research involvement of special needs population in CTE programs and the effectiveness of supports for transitions to post-secondary education or work</p>	<p>a. iMatchskills facilitates internships/job shadows for students</p> <p>b. Extended application utilized as a method of Technical Skill Attainment within CTE programs with embedded Extended Application opportunities</p> <p>c. Participation level of special populations in CTE programs</p> <p>d. WIRED School to Career Coordinator in place and coordination efforts underway with school to career network</p> <p>e. Successful efforts shared between schools of methods of improving gender balance in programs</p> <p>f. Skill Competition shows continued engagement of schools. Programs participate in Student Leadership Organizations</p> <p>g. Academic measures of Post-secondary concentrators</p> <p>h. Participation level of special population (esp. students with disabilities) in CTE programs</p> <p>i. Best Practices identified for supporting students with disabilities during the transition between secondary and post-secondary within CTE programs</p>

<p>2010-2011</p>	<ul style="list-style-type: none"> a. Collaborate with agencies and youth supporting organizations (including WIA providers) to ensure access to CTE programs and workforce development opportunities for special populations b. Coordinate and support leadership activities including regional skills competition, student leadership organizations, and leadership activities for special populations c. Provide access to tutorial services to all community college students taking CTE courses d. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways e. Develop strategies based on the research involvement of special needs population in CTE programs and the effectiveness of supports for transitions to post-secondary education or work 	<ul style="list-style-type: none"> a. Participation level of special populations in CTE programs b. Skill Competition shows continued engagement of schools. Programs participate in Student Leadership Organizations c. Academic measures of Post-secondary concentrators d. Participation level of special population (esp. students with disabilities) in CTE programs e. Pilot in place implementing best practices for supporting students with disabilities during the transition between secondary and post-secondary within CTE programs
<p>2011-2012</p>	<ul style="list-style-type: none"> a. Collaborate with agencies and youth supporting organizations (including WIA providers) to ensure access to CTE programs and workforce development opportunities for special populations b. Coordinate and support leadership activities including regional skills competition, student leadership organizations, and leadership activities for special populations c. Provide access to tutorial services to all community college students taking CTE courses d. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways 	<ul style="list-style-type: none"> a. Participation level of special populations in CTE programs b. Skill Competition shows continued engagement of schools. Programs participate in Student Leadership Organizations c. Academic measures of Post-secondary concentrators d. Participation level of special population (esp. students with disabilities) in CTE programs